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ABSTRACT

The paper defines the handicapped student, reviews legislation affecting the handicapped, points out funding for mainstreaming of students, and describes approaches to providing business education to the handicapped. Three broad categories of disability--physical, mental/emotional, and educational--are defined. The mandates of the Education for All Handicapped Children Act, 1975; P.L. 94-482--Education Amendments of 1976, Title II; and Rehabilitation Act of 1973, Sections 503 and 504 are considered. Information is offered on federal, state, and local funding for mainstreaming of handicapped students. Guidelines are provided for preparing the student and individualizing instruction for such skills as typewriting, shorthand, and filing. Tables provide statistics on the incidence level of various types of handicaps and federal funds for vocational education. (SB)

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Can Business Education
Mainstream the Handicapped
Into the Skills Areas?

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Can Business Education Mainstream
The Handicapped Into the Skills Areas?

Thesis: The challenge of mainstreaming the handicapped into skill areas demands that the business educator carefully assess the needs of the learner and provide innovative instructional approaches.

I. The Handicapped Student Defined

- A. Physically handicapped student
- B. Mentally or emotionally handicapped student
- C. Educationally disadvantaged student

II. Laws Affecting the Handicapped

- A. Education for All Handicapped Children Act, 1975
- B. P. L. 94-482--Education Amendments of 1976, Title II
- C. Rehabilitation Act of 1973, Section 503 and Section 504

III. Funding for Mainstreaming of Students

- A. Federal funding
- B. State funding
- C. Local funding

IV. Instructional Approaches

- A. Preparing the student
- B. Individualizing instruction
- C. Providing alternate learning experiences

V. Summary

Can Business Education Mainstream The Handicapped Into the Skills Areas?

The challenge of mainstreaming the handicapped into skills areas demands that the business educator carefully assess the needs of the learner and provide innovative instructional approaches.

Mainstreaming, which is not new, nevertheless is still in its infancy. Numerous practical problems need to be worked out before the task will be workable. Most people concerned with problems of the handicapped have stated that the legal movement occurred before any kind of inventory was taken and now vocational education is playing catch-up.

Mainstreaming does not simply mean transferring handicapped students into the regular classroom. Mainstreaming will involve the identifying of physical and academic needs; assessing the needs of handicapped students; assessing the readiness of the handicapped to enter a part-time or full-time vocational program; preparing the school for mainstreaming; and providing all the backup services required, which include resource teachers and facilities.

The Handicapped Student Defined

Many educators who are not appropriately trained to deal with the handicapped, nevertheless have to assess prospective students to determine which students, if any, are handicapped. Most handicapped students are categorized into three broad areas. These categories include the physically, mentally, and educationally

handicapped. One out of every ten Americans under the age of 21 is handicapped. This figure does not include 10 million alcoholics and 1½ million drug addicts. In 1975 The Bureau of Education for the Handicapped attempted to estimate the incidence of handicaps by disability areas. Table 1 shows the incidence levels of various types of handicaps (Halloran, 1978).

Insert Table 1 here

Physically Handicapped Student

Most physically handicapped students are easily detected by sight. The students have been handicapped through congenital or acquired defects in the use of their bodies so as to be unable to function with normal individuals. The educator must be alert to difficulties occurring from these defects and seek alternate innovative approaches to overcoming the obstacles.

Mentally or Emotionally Handicapped Student

The mentally handicapped are students who have an impairment of mental development that affects the student's educational performance. There are several classifications of mentally handicapped students. From the research that has been done, the educable mentally retarded probably can be mainstreamed into a regular business education program. The educable mentally retarded are classified as trainable as evidenced by a score of between 50 and 75 on an individual intelligence test. This student will not be able to achieve total program content, but he/she could probably learn to type

for personal use only and to operate some office machines to solve simple calculations. This writer has had experience with EMRs. The accomplishments of EMRs will probably not result in entry-level skills needed for employment.

Closely associated with the mentally handicapped are the students who possess emotional setbacks. The emotionally disturbed student exhibits difficulties in learning, building, or maintaining satisfactory interpersonal relationships, inappropriate behavior, severe mood changes, or unusual aggressiveness. Because of the above-mentioned difficulties, the emotionally handicapped cannot cope effectively with the total program requirements of the business education curriculum.

Educationally Disadvantaged Student

The educationally disadvantaged student usually exhibits problems with understanding or using spoken or written language. Problems also occur with listening, thinking, talking, reading, writing, spelling, or performing mathematical calculations. The educationally disadvantaged student often displays a short attention span, impulsiveness, destructiveness, and other attention getting characteristics.

At Walker Tech, educationally disadvantaged students who do not score a required grade level on the TABE test are required to complete a pretechnical program in language, reading, and math before enrolling in the regular business education classes. The units of prescribed instruction are developed from a profile sheet of the student's weaknesses.

Hence, individualized instruction modules guide the handicapped student through the remedial program.

Laws Affecting the Handicapped

Education for All Handicapped Children Act, 1975

"Every effort must be made to integrate or mainstream handicapped students into regular classes." (Over & Heller, 1978, pp. 3-5) This statement is the nucleus of the Education for All Handicapped Children Act (Public Law 94-142) of 1975. The EHC (Education for All Handicapped Children Act) states that "free appropriate public education shall be as much as possible like that provided other students, and the education shall meet the standards of each state department of education. This law requires an Individualized Education Program (IEP) for the handicapped.

P. L. 94-482--Education Amendments of 1976, Title II

The Education Amendments of 1976, Title II, or P. L. 94-482 provides a broader perspective to the Education for All Handicapped Children Act. It places emphasis on the rights of the individual and the need for appropriate education for all children. Under P. L. 94-482, 10 percent of the federal vocational funds allocated to states must be spent on vocational education for handicapped persons. At present, this 10 percent allocation must be matched by state and local funds. If the cost for training the handicapped is greater than the cost for training the non-handicapped, the difference must come from vocational funds.

Rehabilitation Act of 1973, Section 503 and Section 504

Section 503 requires that employers doing business with the federal government must take affirmative action to recruit, hire, train and promote handicapped individuals. An affirmative action program is one that encourages employers to hire more handicapped employees.

Section 504 prohibits discrimination on the basis of handicap in any private or public program or activity receiving federal financial assistance. All vocational programs for the handicapped student must be consistent with state requirements according to the Vocational Amendments.

Funding for Mainstreaming of StudentsFederal Funding

Federal legislators have mandated mainstreaming; however, funds are not available to implement this procedure in many states. Therefore, funding is a serious problem with regard to effective mainstreaming. It is a twofold problem:

(1) Courts and legislatures are telling schools to provide schooling for all handicapped students, but the schooling for the handicapped will cost, on the average, approximately \$400 to \$800 more than the schooling for non-handicapped students. At the same time, state boards of education are slashing school budgets and turning thumbs down on bond issues.

(2) Many states provide extra money for students in special classes, but the mainstreamed students receive no additional money.

As can be seen from the above statements, more federal monies are an obvious must. Senate and House bills that would provide federal funds to underwrite 75 percent of the additional cost of educating handicapped students are currently in committee but have been given little chance of success.

A chart of the current federal funds for vocational education is attached. At the time of this writing, a House-Senate Conference Committee had approved a compromise on the appropriations bill. The compromise figures include \$475 million for basic grants, \$10 million for the commissioner's discretionary program, \$5 million for state planning grants and \$43.5 million for consumer and homemaking (Phillips, 1978).

Insert Table 2 here

Public Law 94-142, if fully funded, will provide \$387 million to state and local agencies in 1977-78, and \$3.16 billion by the fiscal year 1982. This appropriation is a substantial increase in previously authorized appropriations. Also, \$1.03 billion will be spent in 1979 to remodel and renovate vocational facilities to comply with barrier-free design standards described in the Architectural Barriers Act of 1968 (Tindall, 1978).

According to the Alabama State Plan for Vocational Education for 1979 for the skills listed under USOE Code, 14.0300, (which includes filing, office machines, and clerical occupations) there are no federal

funds allocated for technical colleges. However, the same publication lists the need for 1,620 employees annually in these fields. It is impossible to train handicapped or non-handicapped students if there are no funds.

The USOE Code, 14.0700, (which includes stenographic, secretarial, and related occupations) for 1979 shows no federal funds for technical colleges either. The average annual job openings in these fields are 4,190 workers. The state plan shows in 1979 an appropriation of \$922,895 for the handicapped. This figure is identical for both the federal and the state appropriation.

State Funding

Beginning in 1978, local educational agencies were entitled to support in relation to the number of handicapped learners served--if the institution provided assurance of non-discriminatory testing and evaluation and assurance that confidentiality of student records was in compliance with the Buckley Amendment. In 1979, local agencies will receive 75 percent of the total amount allocated to any state.

According to Alabama's State Plan for 1979, Walker County should receive \$11,696.76 for the handicapped. This money will be in the form of basic grants. According to the same publication, Walker Tech has not been allocated any monies for the disadvantaged or handicapped.

The USOE Code, 14.0300, lists \$1,745,258 for the fiscal year 1979 for state and local allocations. The code, 14.0700, shows a state and local allocation for 1979 of \$1,654,758. In the figures quoted above

concerning allocations and employees needed, there is no breakdown of the handicapped versus the non-handicapped.

Local Funding

Most handicapped learners are eligible for and are being sponsored by the local Vocational Rehabilitation Service. Many other services, in addition to money, are provided by VRS; however, these services do not provide monies to help the institution or the instructional staff cope with the handicapped learner's anxieties in the classroom.

Instructional Approaches

Numerous clauses can be found in the legislation that will directly affect vocational/business educators and other support personnel providing instruction and services to the handicapped student. It will be the obligation of the institution to identify the proper vocational training objectives to assure the handicapped a reasonable measure of success in his or her chosen career program. The instructional team will be obligated to interact with parents of the handicapped learners to insure that everyone is aware of the placement procedure as well as the program objectives and special services being offered to the learner.

Preparing the Student

There may be occasions when the instructional team will be asked to spend hours after regular class time to orientate the student to the class/shop environment and the special operating or safety factors of equipment. The instructors of business education classes will have to provide the following: access aisles, higher tables, larger work areas,

and quiet work stations. These special environmental requirements will have been identified before the student enrolls in the class.

It is very important that any educator prepare the non-handicapped learner for the entry of a handicapped learner.

Individualizing Instruction

Learning on the part of the handicapped student will best be enhanced if the instruction is individualized with respect to the learner's abilities.

In order to individualize instruction for each student, a student analysis must be made to identify the learner's disabilities and strengths. The analysis should include manual dexterity, work capacity, basic skills of reading, writing and mathematics, and occupational interests and aspirations. In addition to the student analysis, a task analysis should be made. A set of competencies and tasks should be selected that closely matches the student's occupational interests. The job tasks of the occupational interests must also be broken down to compliment the student's strengths. From this indepth breakdown of the learner's abilities, specific instructional goals and objectives can be developed.

For some handicapped students in business, instructional objectives may have to be focused on only one specialty area. Training in a meaningful specialty instead of the total occupation or cluster of occupations will result in the student's having marketable occupational skills that enable him or her to become a contributing member of society.

This writer believes that four skills areas deserve consideration if handicapped students are to be mainstreamed into business education. These areas include typewriting, shorthand, filing, and office machines.

Many authors have researched, written, and published materials concerning mainstreaming of the handicapped student into typewriting. More information has been released concerning typewriting than any of the other three areas. This writer believes that handicapped students can be mainstreamed into typewriting, and measurable progress can be obtained if the attitude of the instructor, handicapped student, and parents is positive. From this writer's experience, handicapped typewriting students can become personally gratified from integration into a regular typewriting environment. The student when allowed to work at his or her own pace can quickly see progress according to a criterion-referenced outline. Some handicapped students in typewriting do not progress as well as they feel they should; therefore, many handicapped students become frustrated and cannot handle the decision-making processes inherent in typewriting. When this feeling of frustration occurs, the handicapped student becomes disruptive and seems to demand attention that cannot be given if the class is large (over 30 students).

Provisions have been made for most classifications of handicaps through the development of specific equipment for typewriting. Such equipment includes typewriters for students who have the use of only one hand, typewriters with a light instead of a bell for students who are hard of hearing, and typewriters with braille keys for students who cannot see.

Many of the devices used to aid handicapped students in typewriting are inexpensive or can be made by the instructor or made in other shop facilities of the school. One important aspect of typewriting for all handicapped students is for the institution and instructor to be conscious of the physical barriers. Assuming that all physical barriers are removed, the handicapped student should be able to enter the typewriting environment as easily as regular students except the Educable Mentally Retarded (EMR). Many machines are far too complex for EMR students to operate.

The complexities of operating typewriters lead us to a discussion of the feasibility of mainstreaming handicapped students into office machines classes. Some physically handicapped students are able to coordinate their physical therapy and problem-solving exercises into one session. However, other physically handicapped students do not have the physical stamina needed to effectively operate many office machines.

The emotionally handicapped and EMR students cannot comprehend the relationship of machine calculations as compared to mind-solving techniques; therefore, this writer does not believe that these two groups can become successful enough to develop job entry-level skills needed to operate office machines.

Shorthand is a highly skilled art of writing symbols or letters instead of writing words. Most business educators agree that shorthand requires a person to be quick with his or her hands, to have an instant recall of words, and to be able to transcribe the shorthand into a

mailable piece of correspondence. The above-mentioned requirements of a shorthand student also include his or her ability to spell correctly, punctuate sentences correctly, and use proper grammar. The skills needed to master shorthand are often too difficult for non-handicapped students. For these reasons, the emotionally handicapped students and the educable mentally retarded students are two groups that this writer believes cannot succeed in shorthand. The physically handicapped student might be able to succeed if the handicap does not include the absence of extremities. This writer has been unable to find any published material on the success or failure of handicapped students in shorthand. Mr. Jack Nutter of McGraw-Hill Book Company states that he has never seen any published material for use with handicapped students in shorthand.

The final skill area into which handicapped students might be mainstreamed is filing. The basic rules for the three general methods of filing (alphabetic, geographic, and numeric) can be learned by the physically, emotionally, or educable mentally retarded. The length of time needed to master the rules will vary with the student's mental and emotional frustrations with memorizing these rules. The ability to file properly, code, or cross-reference material will not be the major concern of these handicapped students. Most employers will be reluctant to hire a physically handicapped person because of architectural barriers in the office or building. These barriers could be overcome, however, in an office which utilizes a central filing department rather than files located in each department or office. The educable mentally retarded and emotionally

handicapped students generally exhibit short retention spans; therefore, remembering where a file is located or cross-referenced could be frustrating. Because of the lack of personal or written evidence, this writer cannot make a conclusive decision regarding the mainstreaming of handicapped students into the skill area of filing.

Providing Alternate Learning Experience

Special groups such as peer tutors, aides, and volunteers have been used effectively to work with the handicapped. Some states receive federal funds that provide monies to hire aides, paraprofessionals or other resource persons who can assist the handicapped student who requires more attention and instruction.

Summary

Currently there are more than 8 million handicapped people in the United States under the age of 21, less than 40 percent of whom are receiving an appropriate education (Ober & Heller, 1978).

There should be enough new legislation to relieve this situation; however, funding will be one area that will prevent mainstreaming from becoming an inexpensive reality. From the research that has been done, business education instructors can mainstream and have already mainstreamed some handicapped students into the skills areas. Mainstreaming, to be effective, will require proper in-service training for the teacher, pre-service training for the institution and the handicapped learner, proper student and task analyses, proper methods, and proper materials.

It is this writer's opinion that mainstreaming cannot be successful or progressive unless vocational administrators require the personnel of the institution to design and operate individualized competency-based education modules.

Table 1
Incidence Level of Various
Types of Handicaps

Handicapping Condition	Incidence (% of School-Age Population)
Speech Impaired	3.5
Mentally Retarded	2.3
Learning Disabled	3.0
Emotionally Disturbed	2.0
Orthopedically Impaired	0.5
Deaf	0.075
Hard of Hearing	0.5
Visually Handicapped	0.1
Other Health Impaired	0.06
Total	12.035

Table 2
Federal Funds for Vocational Education

Program	Current Approp.	Approved by House for FY 79	Approved by Senate for FY 79
Education Amendments of 1976 (PL 94-482) Basic Grants	\$430,266,000	\$449,266,000	\$500,266,000
Program Improvement and Supportive Services (Grants to States)	107,567,000	112,317,000*	112,317,000
Commissioner's Discretionary Programs National Significance	28,307,000	29,557,000	-0-
State Planning Grants	-0-	5,000,000*	-0-
Special Disadvantaged	20,000,000	20,000,000*	20,000,000
Consumer and Homemaking	40,994,000	40,994,000	46,000,000
Bilingual Training	2,800,000	2,800,000*	2,800,000
Renovation & Remodeling	-0-	-0-	-0-
State Advisory Councils	5,066,000	6,073,000*	6,073,000
Smith-Hughes Act (Permanent Approp.)	7,161,000	7,161,000*	7,161,000
TOTALS	\$642,161,000	\$673,168,000	\$694,617,000

*Confirmed by the conference committee

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